

Virginia Grade Level Alternative Worksheet

Grade 8 History and Social Science

Student's Name: _____ State Testing Identifier: _____

Check all that apply:

_____ Assigned scores have been entered into the online VGLA System.

_____ Assigned scores have been verified and submitted for final scoring in the online VGLA System

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	USI.4	The student will demonstrate knowledge of European exploration in North America and West Africa by a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations; b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.				
RC 1	USI.5	The student will demonstrate knowledge of the factors that shaped colonial America by a) describing the religious and economic events and conditions that led to the colonization of America; c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves; d) identifying the political and economic relationships between the colonies and England.				
RC 1	USI.6	The student will demonstrate knowledge of the causes and results of the American Revolution by a) identifying the issues of dissatisfaction that led to the American Revolution; c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine; d) explaining reasons why the colonies were able to defeat Britain.				
RC 1	USI.7	The student will demonstrate knowledge of the challenges faced by the new nation by d) describing the major accomplishments of the first five presidents of the United States.				
RC 1	USI.8	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California; d) identifying the main ideas of the abolitionist and suffrage movements.				
RC 1	USI.9	The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by a) describing the cultural, economic, and constitutional issues that divided the nation; b) explaining how the issues of states' rights and slavery increased sectional tensions; d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war; f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.				
RC 1	USI.10	The student will demonstrate knowledge of the effects of Reconstruction on American life by b) describing the impact of Reconstruction policies on the South.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 2	USII.3	The student will demonstrate knowledge of how life changed after the Civil War by a) identifying the reasons for westward expansion; b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion; c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South; e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.				
RC 2	USII.4	The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by a) explaining the reasons for and results of the Spanish American War; b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.				
RC 2	USII.5	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by b) describing the social changes that took place, including Prohibition, and the Great Migration north; c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O'Keeffe and including the Harlem Renaissance.				
RC 2	USII.6	The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; b) describing the major events and turning points of the war in Europe and the Pacific; c) describing the impact of World War II on the homefront.				
RC 2	USII.7	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations; c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges; d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.				
RC 2	USII.8	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by b) describing the development of new technologies and their impact on American life.				
RC 3	USI.2	The student will use maps, globes, photographs, pictures, and tables to a) locate the seven continents; b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range; c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.				
RC 3	USI.3	The student will demonstrate knowledge of how early cultures developed in North America by a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois); b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	USI.5	The student will demonstrate knowledge of the factors that shaped colonial America by b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.				
RC 3	USI.9	The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by c) identifying on a map the states that seceded from the Union and those that remained in the Union; e) using maps to explain critical developments in the war, including major battles.				
RC 3	USII.2	The student will use maps, globes, photographs, pictures, and tables for a) explaining how physical features and climate influenced the movement of people westward; b) explaining relationships among natural resources, transportation, and industrial development after 1877; c) locating the 50 states and the cities most significant to the historical development of the United States.				
RC 4	USI.4	The student will demonstrate knowledge of European exploration in North America and West Africa by c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.				
RC 4	USI.8	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by b) identifying the geographic and economic factors that influenced the westward movement of settlers; c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.				
RC 4	USII.3	The student will demonstrate knowledge of how life changed after the Civil War by d) explaining the rise of big business, the growth of industry, and life on American farms.				
RC 4	USII.5	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by a) explaining how developments in transportation (including the use of the automobile), communication, and electrification changed American life; d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.				
RC 4	USII.7	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by b) describing the conversion from a wartime to a peacetime economy.				
RC 4	CE.9	The student will demonstrate knowledge of how economic decisions are made in the marketplace by a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption; b) comparing the differences among free market, command, and mixed economies; c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.				
RC 4	CE.10	The student will demonstrate knowledge of the structure and operation of the United States economy by a) describing the types of business organizations and the role of entrepreneurship; b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact; c) explaining how financial institutions encourage saving and investing; d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence
represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 4	CE.11	The student will demonstrate knowledge of the role of government in the United States economy by a) examining competition in the marketplace; b) explaining the creation of public goods and services; c) describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing; d) explaining how the Federal Reserve System regulates the money supply; e) describing the protection of consumer rights and property rights.				
RC 4	CE.12	The student will demonstrate knowledge of career opportunities by a) identifying talents, interests, and aspirations that influence career choice; b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success; c) identifying skills and education that careers require; d) examining the impact of technological change on career opportunities.				
RC 5	USI.6	The student will demonstrate knowledge of the causes and results of the American Revolution by b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.				
RC 5	USI.7	The student will demonstrate knowledge of the challenges faced by the new nation by a) identifying the weaknesses of the government established by the Articles of Confederation; b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights; c) identifying the conflicts that resulted in the emergence of two political parties.				
RC 5	USI.10	The student will demonstrate knowledge of the effects of Reconstruction on American life by a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America.				
RC 5	USII.8	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by a) examining the Civil Rights Movement and the changing role of women.				
RC 5	CE.2	The student will demonstrate knowledge of the foundations of American constitutional government by a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government; b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights; c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble.				
RC 5	CE.3	The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by a) describing the processes by which an individual becomes a citizen of the United States; b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws; c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court; d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; e) evaluating how civic and social duties address community needs and serve the public good.				

Virginia Grade Level Alternative Worksheet

An "X" under No Evidence represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 5	CE.4	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; d) practicing respect for the law; e) practicing patriotism.				
RC 5	CE.5	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by a) describing the functions of political parties; b) comparing the similarities and differences of political parties; c) analyzing campaigns for elective office, with emphasis on the role of the media; d) examining the role of campaign contributions and costs; e) describing voter registration and participation; f) describing the role of the Electoral College in the election of the President and Vice President.				
RC 5	CE.6	The student will demonstrate knowledge of the American constitutional government by a) explaining the relationship of state governments to the national government in the federal system; b) describing the structure and powers of local, state, and national governments; c) explaining the principle of separation of powers and the operation of checks and balances; d) identifying the procedures for amending the Constitution of the United States.				
RC 5	CE.7	The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by a) explaining the lawmaking process; b) describing the roles and powers of the executive branch; c) examining the impact of the media on public opinion and public policy; d) describing how individuals and interest groups influence public policy.				
RC 5	CE.8	The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by a) describing the organization and jurisdiction of federal and state courts; b) describing the exercise of judicial review; c) explaining court proceedings in civil and criminal cases; d) explaining how due process protections seek to ensure justice.				

Reporting Category Key

RC 1 United States History to 1877

RC 2 United States History: 1877 to the Present

RC 3 Geography

RC 4 Economics

RC 5 Civics